



**The Institute for Research and Development of Education, Faculty of Education,
Charles University invites you to expert seminar**

Principals' time allocation in Shanghai school administration context

In the 2013 Teaching and Learning International Survey (TALIS 2013), work time of lower secondary school principals was categorized into administrative and leadership tasks, curriculum and teaching-related tasks, interactions with student, parent, and community, and others. To understand principals' work in Shanghai, this study examined the restrictive structure of principals' time allocation to each domain of tasks and the explanatory structure of school administration context for principals' time allocation using structural equation models. The results of the restrictive structure indicated that although curriculum and teaching-related tasks constitute their favourite domain, administrative and leadership tasks are in the moderating position of principals' time allocation structure. Meanwhile, principals' interactions with students are important reasons behind their interactions with student parents and community members. The results of the explanatory structure indicated that teachers are not important school leaders but principals' work objects, which is in line with student parents' expectation of principalship. With the support from vice-principals, principals can save some time on student and parent interactions but increase the proportion of time spent on administrative and leadership tasks. With the support from students, they can save some time on administrative and leadership tasks. A serious shortage of instructional materials or relevant professional development increases principals' proportion of time spent on student interactions. Social insecurity in school increases principals' proportion of time spent on administrative and leadership tasks while physical insecurity in school decreases their proportion of time spent on curriculum and teaching related tasks.

About the presenters

Dr. Bo Ning is an associate professor in the Research Institute of International and Comparative Education, Shanghai Normal University. His research focuses on cross-country comparative studies on educational effectiveness and evaluation. In 2014, he got his Ph.D. degree from KU Leuven. Recently, he is working on a project entitled the construction of teacher development index in China, which is supported by Chinese Department of Education.

Dr. Guoyong Hu is a professor and the vice dean of College of Education, Shanghai Normal University. His research focused on cross-country comparative studies on vocational education. In 2001, he got his Ph.D. degree from National Kanazawa university, Japan. Recently, he has been working on the reconstruction of educational accountability system in Shanghai.

**The expert seminar will be held on Thursday, 14 June 2018, from 10:00 a.m. in classroom M204
(Prague 1, Myslíkova 7, 2nd floor).**

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